OE 6000 (9-65)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D.C.

ERIC DOCUMENT RESUME

DATE OF RESUME: 3-3-66

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DATE, NAME, AND COMPLETE ADDRESS OF AUTHORITY
TYPE OF RELEASE

4. SOURCE
Independent School District #793
Staples, Todd County, Minnesota

5. TITLE
Additional Staff Members, Reduction of Class Load and Curriculum Reorganization for the Disadvantaged Child

6. AUTHOR(S) Lund, Duane R.

7. DATE 11-11-65 | 8. PAGINATION 32p. | 9. REFERENCES N.A.

10. REPORT/SERIES NO. N.A. | 11. CONTRACT NO. N.A.

12. PUBLICATION TITLE
N.A.

13. EDITOR(S) N.A.

14. PUBLISHER N.A.

15. ABSTRACT *(250 words max.)*

Because of the high concentration of educationally deprived children and low-income families in this rural area, the Independent School District directed its project requests to meet the needs of rural students. The proposed program requires additional staff members, reduction of class load, and curriculum reorganization. Additional staff requested include a full-time secretary, a director of curriculum reorganization, a new teacher in the Vocational Agriculture Department, a special education instructor at the secondary school level, and a part-time kindergarten teacher. An inservice training program for teachers will foster innovative ideas and approaches toward helping the disadvantaged child. To provide cultural enrichment, lyceum programs will be presented free of charge to the entire student body. A remedial reading program will be offered for problem readers. Moreover, teachers of English in grades 7-12 have asked that a special program be undertaken to make the teaching of literature more effective for these educationally disadvantaged children.

16. RETRIEVAL TERMS *(Continue on reverse)*

	rural areas		teaching load
	rural youth		elementary education
	educational disadvantagement		secondary education
	disadvantaged youth		inservice teacher education
	hygiene		remedial reading programs
	instructional staff		costs
	staff improvement		mental retardation
	curriculum development		economic disadvantagement

17. IDENTIFIERS

Independent School District #793	Staples, Minnesota
Todd County	Elementary and Secondary Education Act

ED002742

OE 4304 (9-65)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

JAN 17 1966
BUDGET BUREAU NO. 51-R318
APPROVAL EXPIRES 6-30-67

ED002742

NOV 15 1965

APPLICATION FOR FEDERAL ASSISTANCE FOR THE EDUCATION OF CHILDREN FROM LOW-INCOME FAMILIES

Title II, Public Law 81-874 as amended by P.L. 89-10, Title I

PART I—BASIC DATA

TO BE COMPLETED BY STATE EDUCATIONAL AGENCY

STATE CODE	COUNTY CODE	LOCAL EDUCATIONAL AGENCY NO.	CONGRESSIONAL DISTRICT	RURAL OR URBAN
33	77	793	7	U

INSTRUCTIONS

Please read the accompanying instructions before completing this questionnaire.

Mail original and 3 copies to the State Educational Agency.

CERTIFICATION LOCAL EDUCATIONAL AGENCY (LEA)

THE APPLICANT DESIGNATED below hereby applies to the State educational agency for financial assistance pursuant to Public Law 81-874, Title II (Public Law 89-10, Title I) and assures that: The filing of this Part I of the application has been duly authorized by the legally constituted governing authority of applicant local educational agency and the representative executing this application has been duly authorized by formal action of said governing authority to file this Part I of the application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. Said authorization was voted and made a part of the minutes in an official meeting of the governing authority held on September 7, 19 65.

LEGAL NAME OF LOCAL EDUCATIONAL AGENCY	AUTHORIZED REPRESENTATIVE FOR LEA
Independent School District #793	NAME AND TITLE (Type or print): Dr. Duane R. Lund

CITY OR TOWN	COUNTY	MAILING ADDRESS (Street, city, State, Zip Code)	TELEPHONE (Area Code and Local No.)
Staples	Todd	Staples, Minnesota 56479	894-2808

CONGRESSIONAL DISTRICT	STATE	SIGNATURE	DATE
Seventh	Minnesota	Duane R. Lund	November 11, 1965

SECTION A—ORGANIZATION AND MEMBERSHIP DATA

1 NUMBER OF ELEMENTARY & SECONDARY SCHOOLS BY GRADE SPAN

MAKE AS MANY ENTRIES IN COL. 1 AS THERE ARE GRADE SPANS (Combinations of grades K-3, K-6, 7-9, etc.) INDICATE IN COL. 2 NUMBER OF SCHOOLS WITH EACH SUCH COMBINATION AND TOTAL NUMBER OF SCHOOLS.

GRADE SPAN	NO. OF SCHOOLS	GRADE SPAN	NO. OF SCHOOLS
K-6	1		
1-12	1		
K	1-Church		
9-12	Voc. Sch		
TOTAL NUMBER OF SCHOOLS:		4	

3 LEGAL NAMES OF DISTRICT IN WHICH NON-RESIDENT CHILDREN REPORTED IN ITEM 2, COL. 3 RESIDE, AND THE COUNTY OR COUNTIES IN WHICH EACH SUCH DISTRICT IS LOCATED.

LEGAL NAME OF DISTRICT	COUNTY OR COUNTIES
District 120	Cass
District 267	Cass
District 270	Cass
District 2274	Todd
District 2289	Todd
District 2297	Todd
District 2302	Todd
District 2307	Todd
District 2312	Todd
District 2323	Todd
District 2348	Todd
District 6109	Todd

2 CURRENT MEMBERSHIP AS OF FALL 1965, AS NEAR OCT. 1 AS POSSIBLE (Include data only for those grades for which applicant is responsible under State law. If necessary, estimate and write "Est." beside entry).

GRADE LEVELS (1)	NUMBER OF RESIDENT AND NON-RESIDENT Use Best Data Available to Indicate Total Membership (2)	NUMBER OF NON-RESIDENT If Data Not Available by Individual Grades, Bracket Grade Spans (1-8, 9-12, etc.) and Enter Total Number for Each Grade Span (3)
PRE-SCHOOL BELOW KIND.		
K	97	
1	78	
2	73	
3	65	
4	67	
5	64	
6	63	
7	122	39
8	114	34
9	148	37
10	156	41
11	134	31
12	115	32
OTHER (Incl. Special, Un-graded)	33	1

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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SECTION B—FINANCIAL DATA *(If district has been reorganized, combine data of previous year with districts as of 1965–66)*

1 BUDGET FOR CURRENT EXPENDITURES

A. AGENCY RESPONSIBLE FOR FINAL BUDGET APPROVAL	B. DATE SUCH AGENCY APPROVED 1965–66 BUDGET	C. IF NOT APPROVED, DATE SUCH APPROVAL EXPECTED
Board of Education District #793	October 7, 1965	

2 EXPENDITURES AND BUDGET

	1	64–65 EXPEND. 2	65–66 BUDGET 3
A	Expenditures from current revenues for: Administration, Instruction, Attendance, and Health Service, Pupil Transportation Services, Operation of Plant, Maintenance of Plant, and Fixed Charges (series 100–800 in handbook 11)	$574,973.38	$684,968.00
B	Expenditures from current revenues for: Food Service deficit (handbook 11, account 930), Student-Body Activities deficit (account 1030), Improvements to Sites (account 1210–c), Remodeling Buildings (account 1220–c), and Initial or Additional Equipment (account 1230).	$167,682.00	$171,800.00
C	Transfer payments to other local educational agencies for the education of applicant's children (TO BE COMPLETED ONLY BY AGENCIES NOT OPERATING ANY SCHOOL)		
D	(Sum of A, B, and C) TOTAL:	$742,655.38	$856,768.00

3 AMOUNT OF MAXIMUM BASIC GRANT AS DETERMINED BY YOUR STATE EDUCATION AGENCY — $ 79,416.00

4 (IF BUDGET HAS FINAL APPROVAL, COMPLETE ITEMS 4A AND 4B BELOW)

A	30 percent of amount in item 2d above for 1965–66	$257,030.40
B	Applicant's maximum basic grant in item 3 or 4a above, whichever is less	$ 79,416.00

(IF BUDGET DOES NOT HAVE FINAL APPROVAL, COMPLETE ITEMS 4C AND 4D BELOW)

C	20 percent of amount in item 2d above for 1964–65	$
D	Applicant's maximum basic grant (item 3 or 4c above, whichever is less) pending final approval of 1965–66 budget	$

5 APPLICANT'S COMBINED FISCAL EFFORT 1963–64, 1964–1965

	YEAR 1	CURRENT EXPENDITURES (From accounts included in determining the amounts in line 2d above) TOTAL 2	FROM FEDERAL FUNDS (See instructions) 3	FROM NON-FEDERAL SOURCES (Col. 2–Col. 3) 4	AVERAGE DAILY ATTENDANCE (See instructions) 5	AVERAGE PER PUPIL EXPENDITURE FROM NON-FEDERAL FUNDS (Col. 4 ÷ Col. 5) 6
A	1963–64	$822,905.10	$183,476.37	$639,428.73	1181.2	$ 541.34
B	1964–65	742,655.38	57,370.26	685,285.11 ✓	1186.4	577.62 /
C	Increases (Decreases) 1964–65 over 1963–64	– 80,249.63	–126,106.11	+ 45,856.48		+ 36.28 /
D	Estimated amount 1965–66	$856,768.00	$141,000.00	$715,768.00 ✓	1200	$ 598.14

6 (IF AMOUNT SHOWN ON LINE 5C, COL. 6, IS A DECREASE, COMPLETE THE FOLLOWING)

A	Amount of decrease	$ N/A
B	5% of amount on line 5a, col. 6	$ N/A

C If line 6a above exceeds line 6b, does applicant assert that the combined fiscal effort for 1964–65 was not less than 1963–64?
1 ☐ YES 2 ☐ NO (If "Yes," explain.). If additional space is needed attach a separate sheet.

N/A

U. S. GOVERNMENT PRINTING OFFICE : 1965 O—788-888

JAN 17 1966

STATE OF MINNESOTA
DEPARTMENT OF EDUCATION
CENTENNIAL OFFICE BUILDING
ST. PAUL, MINN. 55101

STATE CODE 33
COUNTY CODE 77
STATE PROJECT NUMBER 33

APPROVAL FORM

APPLICATION FOR ASSISTANCE UNDER TITLE I, PUBLIC LAW 89-10

Staples, Ind. School District #793	Staples, Minnesota 56479
Name and Number of School District	Address
Dr. Duane R. Lund	Superintendent
Authorized Representative for District	Title
11-11-65	11-15-65
Date of Application	Date Received by Minnesota Department of Education
Local Project No. 1	Was Application in Substantially Approvable Form as Received? YES X NO

Project Title: Additional Staff Members, Reduction of Class Load and Reorganization for the Disadvantaged Child

Recommendation For Approval:

This application has been reviewed by the undersigned and is found to be in conformity with the requirements of Section 205(a) and the regulations of the U. S. Commissioner of Education for financial assistance under Title I of Public Law 89-10 and is herewith recommended for approval:

12-31-65	Fred P Raasch	Title I Administrator
Date	Signature	Title
1-11-66	Farley D Wright	Assistant Commissioner
Date	Signature	Title
1/11/66	Leland J Ode	Assistant to the Commissioner
Date	Signature	Title

$31,678.90	$31,678.90
Amount Applied For	Amount Recommended For Approval

APPROVAL OF APPLICATION

Approval is herewith granted effective on November 15, 1965.

Duane J. Mattheis
DUANE J. MATTHEIS
Commissioner of Education
Jan 22 1966

JAN 1 7 1966

OE 4303 (9-65)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R318
APPROVAL EXPIRES 6-30-67

NOV 15 1965

APPLICATION FOR FEDERAL ASSISTANCE
FOR THE EDUCATION OF CHILDREN FROM LOW-INCOME FAMILIES
Title II, Public Law 81-874 as amended by P.L. 89-10, Title I

PART II—PROJECT APPLICATION

TO BE COMPLETED BY STATE EDUCATIONAL AGENCY

STATE CODE	STATE PROJECT NO.	DATE APPROVED	TOTAL AMOUNT APPROVED
33	33	11-15-65	$ 31,678.90

COUNTY CODE	LEA NO.	LEA PROJECT(S) FISCAL YR.	LEA PROJECT(S) NUMBER	AMOUNT APPROVED
77	793	65-66	1	31,678.90

INSTRUCTIONS—*Please read the accompanying instructions before completing this application. Mail original and 3 copies to the State Educational Agency.*

FY OF FUNDS	MAXIMUM FEDERAL FUNDS AVAILABLE	AMOUNT PREVIOUSLY APPROVED	AMOUNT CURRENTLY AVAILABLE
1 65-66	79,416.00	—	79,416.00
2			
3			
4			

CERTIFICATION OF LOCAL EDUCATIONAL AGENCY (LEA)

The APPLICANT(S) DESIGNATED below hereby applies to the State Educational Agency for approval of a grant of Federal Funds for the purpose of providing programs for meeting the special educational needs of educationally deprived children of low-income families as set forth in this project application.

The applicant(s) declare(s) that the data in support of this application are correct and complete, that the filing of this application has been duly authorized by the local educational agencies designated below, that each undersigned officer has been duly authorized by formal action of local educational agencies to file this application for and in behalf of said applicant(s) and otherwise to act as the authorized representative(s) of the applicant(s) in connection with this application.

1. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY	AUTHORIZED REPRESENTATIVE FOR LEA
Independent School District #793	NAME AND TITLE (*Type or print*) Dr. Duane R. Lund
CITY OR TOWN: Staples / COUNTY: Todd	MAILING ADDRESS (*Street, City, State, Zip Code*) Staples, Minnesota 56479 / TELEPHONE (*Area Code and Local No.*) 894-2808
CONGRESSIONAL DISTRICT: Seventh / STATE: Minnesota	SIGNATURE Duane R. Lund / DATE November 11, 1965

CERTIFICATION OF LOCAL EDUCATIONAL AGENCIES FOR COOPERATIVE PROJECTS

2. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY	AUTHORIZED REPRESENTATIVE FOR LEA
	NAME AND TITLE (*Type or print*)
CITY OR TOWN / COUNTY / STATE	SIGNATURE / DATE

3. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY	AUTHORIZED REPRESENTATIVE FOR LEA
	NAME AND TITLE (*Type or print*)
CITY OR TOWN / COUNTY	MAILING ADDRESS (*Street, City, State, Zip Code*) / TELEPHONE (*Area Code and Local No.*)
CONGRESSIONAL DISTRICT / STATE	SIGNATURE / DATE

4. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY	AUTHORIZED REPRESENTATIVE FOR LEA
	NAME AND TITLE (*Type or print*)
CITY OR TOWN / COUNTY	MAILING ADDRESS (*Street, City, State, Zip Code*) / TELEPHONE (*Area Code and Local No.*)
STATE	SIGNATURE / DATE

Staples #33 – 1

JAN 28 1966

SECTION A—PROJECT INFORMATION

1 BRIEF DESCRIPTIVE TITLE OF THE PROJECT

Additional Staff Members, Reduction of Class Load and Curriculum Reorganization for the Disadvantaged Child

2 DESCRIBE THE PROJECT, USING ONLY THE SPACE BELOW

The project area of curriculum development includes equipment, instructional materials and staff to implement the needed improvements. Reduction of class load and additiona teaching materials will assist the classroom instructor. Special education classes an expanded cultural activities are emphasized. The necessary administrative personnel a provided.

3 PROPOSED SCHEDULE FOR PROJECT

		DATES BEGINNING	DATES ENDING
A	PLANNING AND ADMINISTRATIVE PREPARATION *(Include activity begun prior to submission of this application)*	August 1, 1965	
B	CONDUCT OF PROJECT	Approved date	June 30, 19

4 LOCATION OF PROJECT IN SCHOOL ATTENDANCE AREAS HAVING HIGH CONCENTRATIONS OF CHILDREN FROM LOW-INCOME FAMILIES

NAME OF SCHOOL(S) IN ATTENDANCE AREAS *(If cooperative project, give name of LEA after name of school)*	GRADE SPAN	MEMBERSHIP AS OF OCT. 1, 1965
Staples	K-12	1309
TOTAL:		1309

5 ESTIMATED NUMBER OF CHILDREN RESIDING IN THESE ATTENDANCE AREAS AND ATTENDING NON-PUBLIC SCHOOLS

A	ELEMENTARY GRADE SPANS 1 TO 8	291
B	SECONDARY GRADE SPANS ____ TO ____	
C	TOTAL:	291

6 ESTIMATED NUMBER OF ALL CHILDREN AGED 5-17 LIVING IN THESE ATTENDANCE AREAS

A	NUMBER ENROLLED IN ANY PUBLIC OR NON-PUBLIC SCHOOL	1600
B	NUMBER NOT ENROLLED IN ANY SCHOOL	12
C	TOTAL:	1588

7 NUMBER OF CHILDREN AND ADULTS PARTICIPATING DIRECTLY IN THIS PROJECT *(If this is a cooperative project, enter totals here and provide a separate table for each local educational agency.)*

A NUMBER OF CHILDREN PARTICIPATING *(See instructions)*

GRADE LEVEL	NUMBER ENROLLED: PUBLIC	NUMBER ENROLLED: NON-PUBLIC	NOT ENROLLED	AMOUNT OF TIME PER CHILD: AVERAGE NUMBER WEEKS	HOURS PER WEEK	HOURS PER CHILD
PRE-SCHOOL						
K	19			36		
1	15	6		36		
2	12	8		36		
3	13	7		36		
4	12	6		36		
5	12	10		36		
6	12	6		36	Variable	
7	24	6		36		
8	22	6		36		
9	29			36		
10	30			36		
11	26			36		
12	22			36		
OTHER	2			36		
TOTAL:	250	55				
AVERAGE ALL GRADES:				36		

B NUMBER OF ADULTS PARTICIPATING

A	TEACHERS	53
B	PARENTS	
C	ADMINISTRATORS	4
D	ADULT VOLUNTEERS	
E	OTHER SCHOOL PERSONNEL	
F	OTHER ADULTS *(Specify)*	
	TOTAL:	

8 NUMBER OF OTHER CHILDREN IN THIS PROJECT AREA WHO NEED THE SERVICES TO BE PROVIDED BY THIS PROJECT OR A PREVIOUSLY APPROVED PROJECT — NUMBER

9 NUMBER OF OTHER EDUCATIONALLY DEPRIVED CHILDREN IN THIS PROJECT AREA WHO NEED OTHER TYPE OF SERVICES THAN THOSE PROVIDED BY THIS PROJECT

TYPE OF SERVICE	NUMBER OF CHILDREN
TOTAL:	

10 PROJECT BUDGET—NON-CONSTRUCTION *(to be limited to additional cost directly attributable to this project).* Submit further detail, including equipment lists, as requested by the State educational agency.

	ITEM	SALARIES	OTHER	TOTAL
100	Administration	$ 3,059.10		$ 3,059.10
200	Instruction	$18,513.56	$ 310.00	$18,823.56
300	Attendance Service			
400	Health Services			
500	Pupil Transportation Service			
600	Operation of Plant			
700	Maintenance of Plant			
800	Fixed Charges			
900	Food Services			
1000	Student Body Activities		500.00	
1100	Community Services			
	(Sum of items 300 through 1100) SUBTOTAL:	$21,572.66	$ 810.00	$22,382.66
1220c	Minor Remodeling			
1230	Initial or Additional Equipment	$ 8,621.24		
	Other—Specify Rent	$ 675.00		
	(Sum of items 1220 and 1230) SUBTOTAL:	$ 9,296.24		$ 9,296.24
	GRAND TOTAL:	$30,868.90	$ 810.00	$31,678.90

Estimated amount required for expenses to be incurred by December 31, 1965 — $ 9,066.73

Does the total under "other" include any amount for contracted services? ☐ Yes ☐ No If yes, please explain on an attachment. 7

11 DISTRIBUTE THE AMOUNT OF THE GRAND TOTAL IN ITEM 10 AMONG THE FOLLOWING CATEGORIES

	CATEGORIES	AMOUNTS FOR NEW ACTIVITIES IN PROJECT AREA	AMOUNTS FOR EXTENSION OF EXISTING ACTIVITIES IN PROJECT AREA
A	For instruction and curricular projects expansion, reinforcement, improvement, or addition to curriculum	$30,178.90	
B	In service training: workshops, etc.	$ 1,500.00	
C	For educational services, such as guidance, social work, psychological and psychiatric services		
D	For supporting services, such as food, health, recreational, and home services		

12 DOES THE AMOUNT "TOTAL SALARIES" IN ITEM 10 INCLUDE ANY PROPOSED PAYMENTS TO PRESENT PERSONNEL IN EXCESS OF REGULAR SALARY SCHEDULES? ☒ YES ☐ NO IF "YES" INDICATE THE AMOUNTS

A Salary increases due to additional working hours $ 2,000.00

B Salary increases for other purposes (attach detailed explanation) $ _____

13 PERSONNEL PRESENTLY EMPLOYED BY THE LEA OR FOR WHOM POSITIONS ARE INCLUDED IN THE FY 1966 BUDGET

CLASSIFICATION (Handbook IV number)		ACTIVITY ASSIGNMENT	TOTAL NUMBER IN APPLICANT'S DISTRICT		TOTAL NUMBER IN THIS PROJECT AREA	
			MORE THAN HALF-TIME	HALF-TIME OR LESS	MORE THAN HALF-TIME	HALF-TIME OR LESS
1	2	3	4	5	6	7
2230.01	1	TEACHING ASSIGNMENTS: Teacher—Pre-school				
	2	Teacher—Kindergarten	2			
	3	Teacher—Remedial reading and language development				
	4	Teacher—Speech correctionist		1		
	5	Teacher—Emotionally disturbed				
	6	Teacher—Physically handicapped				
	7	Teacher—Mentally retarded	1			
	8	Teacher—Socially maladjusted				
	9	Other teaching assignments not specified above	45	4		
	10	(Sum of items 1–9) SUBTOTAL:	48	5		
2230.02	11	Teacher aide assignment				
2230.03	12	Librarian assignment	1			
2230.04	13	Supervision assignment				
2230.05 to .09	14	Administration assignment (inc. 2230.05, .06, .07, .08, .09)	3			
2230.15	15	Counseling assignment	2			
2230.16	16	Psychologist assignment				
2230.17	17	Testing assignment				
2230.18	18					
2230.19	19	Attendance assignment				
2230.20	20	Nurses assignment				
2230.21	21	Physician assignment				
2230.22	22	Dentist assignment				
2230.23	23	Dental Hygienist Assignment				
2230.30	24	Other Professional and Technical Assignments (Not Specified Above)				
	25	(Sum of items 11 through 24) SUBTOTAL:	6			
	26	(Sum of items 10 and 25) GRAND TOTAL:	54	5 (6)		

14. POSITIONS TO BE ADDED AS STAFF MEMBERS OF THE PROJECT

INSTRUCTIONS—*For columns 3 and 4, use separate lines for more than half-time and half-time or less*

	SPECIFIC POSITION TITLE 1	ACTIVITY ASSIGNMENT *(Col. 2, Item 13)* 2	NUMBER EMPLOYED MORE THAN HALF-TIME 3	NUMBER EMPLOYED HALF-TIME OR LESS 4	NUMBER OF MONTHS OF EMPLOYMENT 5	NUMBER OF UNPAID VOLUNTEERS 6
A	TEACHING POSITIONS					
	Kindergarten	2		1	6½	
	Mentally Retarded	7	1		7	
	Administration Assignment	14	1		7½	
	Administration Assignment	14		1	7½	
	Agriculture Teacher	9	1		7½	
	TOTALS:		3	2	36	
B	OTHER POSITIONS					
	TOTALS:					
C	(A and B) TOTAL:		3	2	36	

15 CAN THE SERVICES AND ACTIVITIES DESCRIBED IN THIS PROJECT APPLICATION BE PROVIDED IN EXISTING SCHOOL FACILITIES *(with or without minor alterations)* OR IN RENTED FACILITIES?

1 [X] YES 2 [ ] NO *(If "NO," complete items 16 and 17 and give explanation below under "remarks.")*

16 REQUEST FOR FEDERAL FUNDS TO CONSTRUCT SCHOOL FACILITIES REQUIRED FOR THE OPERATION OF THE PROJECT

A DESCRIPTION OF NEW FACILITIES TO BE CONSTRUCTED OR MAJOR ALTERATIONS PROPOSED FOR EXISTING FACILITIES. *(Please attach drawing)*

B ESTIMATED COST OF PROPOSED FACILITIES

HANDBOOK 11 REFERENCE NO. 1		FACILITIES 2	AMOUNT 3	TOTAL AMOUNT 4
1210C	1	Site preparation and improvements	$	
1220B	2	Erection of new structures or additions		
1220C	3	Remodeling, alteration, conversion or improvement of existing structures		
1220B, C	4	Utility connections *(If not included above)*		
	5	*(Lines 1 through 4)* SUBTOTAL:		
1220B, C	6	Built-in equipment *(If not included above)*		
1220B, C	7	Movable equipment *(Attach list)*		
	8	*(Lines 6 and 7)* SUBTOTAL:		
1220A	9	Architectural and Engineering Services		
1220A	10	Legal and administrative services		
	11	*(Lines 9 and 10)* SUBTOTAL:		
	12	*(Lines 5, 8, and 11)* GRAND TOTAL:		

17 PROPOSED SITE FOR CONSTRUCTION OF SCHOOL FACILITY

A IS SUITABLE SITE AVAILABLE?
1 [ ] YES 2 [ ] NO

B. LOCATION OF SITE

C APPLICANT'S INTEREST IN THE SITE
1 [ ] TITLE 2 [ ] LEASE 3 [ ] OPTION TO PURCHASE 4 [ ] OTHER *(Specify)*

REMARKS

IDENTIFICATION OF SCHOOL ATTENDANCE AREAS AND SPECIAL EDUCATIONAL NEEDS

The attendance area that will be served by our project requests encompasses 1000 square miles. The attendance area is identical to the area served by our high school, which has a population of 8,400 people. The city of Staples has a population of less than 3,000 people, so the majority of our attendance area is rural.

We found the highest concentration of family units meeting the criteria set forth in Title I of the Federal Education Act residing outside the city limits of Staples, We have only 22 students within the City of Staples that meet the Title I criteria. Therefore we will focus our efforts on the rural children, even though they are quite evenly distributed in our high school and two elementary schools.

It is because of the high concentration of educationally deprived children and low income families in our rural area that we have directed our projects requests to meet the needs of our rural students.

We feel our most pressing special educational needs in the general areas listed below.

1. MENTALLY RETARDED: There are 13 students in this class at the present time. This class will meet a desperate need which has been evident for a number of years at the secondary level. Lack of finances has prevented the local school system from meeting the needs of the mentally retarded children on the secondary level.
2. PHYSICALLY HANDICAPPED AND NUTRITIONALLY HANDICAPPED STUDENTS FROM UNDER PRIVILEGED HOMES: The needs of this area will be met by the school nurse, special physical education programs, free hot lunch and funds for a hot lunch work program.
3. READING HANDICAP: The English teachers in our system estimate 40% of our high school students need additional assistance in the reading area. The grade teachers report 20% of their students would

benefit from special reading programs. The need will be met by the use of a remedial reading instructor and reading skill machin

4. LATE BUS TRANSPORTATION: The concentration of educationally deprived children in our rural area demands late bus transportation if our special educational opportunities are to be made available to the most needed student. Regular student and teacher demands make it impossible for all of the special programs to be made available during the day, therefore late bus transportation is a necessity. In this way they may participate in the several Title I projects scheduled for after school.

5. OTHER TRANSPORTATION PROBLEMS

Any child who must ride a school bus more than one-half hour each way each day is educationally handicapped. Many of our children ride the bus more than one hour each way.

THE NEED

This booklet has been prepared to cite the need of federal funds to upgrade the educational opportunities for the disadvantaged students served by the Staples School system.

"The Secondary and Elementary Education Act of 1965 is designed to strengthen and improve educational quality and educational opportunities in the nation's elementary and secondary schools." It is for this purpose that the following requests are being made for assistance to School District #793, Staples, Minnesota. It is believed that all of the requests listed in this booklet are eligible under Title I of the above mentioned act.

These requests have been formulated with the help of administration, faculty and school board representation.

The constant, guiding philosophy has been to analyze the home environmental conditions and the educational opportunities offered at present to the family units to which Title I of the Federal Program is directed.

It is our belief that this analysis is a critical step in determining the avenue and level of educational opportunity we desire to make available to the students from underprivileged families. The personnel and equipment necessary to reach this level of educational opportunity would not be available without federal assistance, our present operations consume all available funds.

During the many hours of confering needed to arrive at these decisions, the question asked again and again was "What is the best way we can help the disadvantaged for whom this legislation was passed." It contains no frills, just sound, additional basic educational opportunities which have been within grasping distance but not possible until these funds were made available.

We would like to call your attention briefly to the areas of concentration

One important area is personal health, hygiene and physical fitness. Several of our staff, especially the Home Economics and Vocational Agriculture Instructors visit many of the farms and work very closely with the entire family unit. They have reported many homes in which the only source of heated water is from a tea kettle on the kitchen stove, in which there are only one or two rooms for all the members of the family, in which studying is done by gas lamp, in which hospital needs are avoided for lack of money and in which tooth decay and poor eyesight are prevalent. These are the families and students who will be helped by the Federal Education Act if our requests are granted. They will be helped discreetly and in many cases, unknowingly, by a program that will result in a healthier and better educated student.

A second emphasis will be placed on additional staff members who will concentrate on helping the disadvantaged children, including curriculum reorganization. Teaching loads will also be reduced so that more time can be spent with these educationally deprived children.

Remedial areas urgently need expanding. Any semblance of intellectual environment is lacking in most of these homes. The student is a slow reader, not because of the lack of basic intelligence, but because of the absence of motivation and a feeling of "behindness" when placed in competition with students from more stimulating environments. Many speech difficulties can be corrected if they are exposed to additional help and training, giving assurance and confidence for the student's participation in ordinary class situations. Speech problems faced by the rural boys and girls can often be traced to speech idiosyncracies of the parents.

Exposure to art and other forms of culture is understandably at a minimum in most of our underprivileged family units.

Since the vast majority (more than 80%) of the disadvantaged children in our school area are transported to school by bus, it is important that a late bus service be provided for these children so that they may participate

in the after school programs which will be established to help these educationally deprived children. These children cannot have opportunities equal to their "city cousins" who may also be disadvantaged unless late bus service is provided.

Because we are a relatively small district and because poverty is so prevalent in our school area (Todd County has the highest incidence of poverty in the State of Minnesota) it has not been difficult to devise programs which will assist the disadvantaged child with relatively little overlap to the students who are not educationally deprived.

We have covered the areas in a general manner and now we would like to explore in detail how we plan to implement the proposed programs, making the funds from the Federal Education Bill come alive in terms of actual educational opportunities.

TABLE OF CONTENTS

Pages

Proposal #1: Additional Staff Members, Reduction of Class Load & Curriculum Reorganization for the Disadvantaged Child

Administrative Costs 1

Secretary 2

Director of Curriculum Reorganization & Improvement for the Disadvantaged Child 3

New Staff Member in Vocational Agriculture Department . . 4

Special Education Instructor 5

Kindergarten Teacher, Half Time . . . . . 6 - 7

In-Service Teacher Training for the Elementary & Secondary School 8

Lyceum 9

Classroom Remedial Reading Program Instructional Material 10

Remedial Reading & Cultural Enrichment Program for Problem Readers & the Culturally Deprived 11

Proposal #1: Additional Staff Members, Reduction of Class Load and Curriculum Reorganization for the Disadvantaged Child

Item: Administrative Costs
Cost: $2,390.85

The present administration and secretarial staff have been operating at maximum efficiency and have been working full time on current school programs. Therefore, it is impossible to handle such an extensive new program without added staff and increased hours. The administration decided to establish a new position: Part-time teacher and part-time Director of Federal Education Act Programs. This person devotes three hours per day to the Title I programs.

It will be the director's responsibility to work with the administrators, teachers and specialized personnel in implementing the program and determining additional educational needs which can be satisfied under the Federal Education Act. The responsibility of completing request forms and various reports on the activities will fall under the juridiction of the director. He will serve as chairman of a faculty committee for the evaluation of all Title I projects.

The selection and ordering of equipment in cooperation with the staff, will be another area of the director's responsibility. Cost: $2,390.85.

Proposal #1: Additional Staff Members, Reduction of Class Load and Curriculum Reorganization for The Disadvantaged Child

Item: Secretary, Federal Education Bill and Instructional

Cost:		
	Federal Education Bill	$ 668.25
	Instructional Secretary	1,350.00
	Office Equipment	268.00
		$2,286.25

The director of the Federal Education Bill will be on a part time basis and the time spent on the program will be limited. We feel that a full time secretary is needed because of the correspondence and bookkeeping load. She would spend half her time working on the Federal Education Act material and in assisting the bookkeeper with his added load, a direct result of this legislation. The other half of her time would be spent assisting in the agriculture department with special projects where they work closely with the disadvantaged rural children and as a faculty secretary giving the teachers more time to spend with the disadvantaged children.

She will handle the many additional reports and vouchers necessary for the payment of equipment under the Federal program. The present bookkeeper has been already taxed to the limit with many additional programs because of our area vocational school and has already accepted extra hours beyond his normal day for work on Title I projects. It will be impossible for him to allocate any additional time for this program.

We have prorated half of this persons salary and needed equipment as administration costs on the three general project areas. The remaining half is under Instruction on Project Proposal #1.

Equipment Cost: Typewriter, files and miscellaneous equipment: $400.

Half of the costs will be prorated over the three projects at $66.00 each and the other half, $202.00 for equipment under Project Proposal #1.

Proposal #1: Additional Staff Members, Reduction of Class Load and Curriculum Reorganization for the Disadvantaged Child

Item: Director of Curriculum Reorganization and Improvement for the Disadvantaged Child

Cost:		
	Salary	$5490.00
	2 Files	150.00
	1 Typewriter	170.00
		$5810.00

This man will spend four hours each day supervising Title I program and working with teachers in helping them to be more effective in their work with the disadvantaged children.

This position will coordinate all efforts in the school system intended to help children with educational handicaps; this includes children with speech problems, with reading problems, the physically handicapped, the mentally retarded, the culturally deprived, those from economically poor homes, and all others included in Public Law 89-10. An organized assault on the problems of the educationally disadvantaged will be directed by this man. He will work with individual teachers, with department heads, and with faculty committees to develop effective means of helping the educationally handicapped in the normal classroom situation and in extra curricular activities as well as through the special Title I projects.

This position differs from the person described on Page 4 who will be responsible more for the mechanics of the program, such as drawing up proposals, working out claim forms, and chairing an evaluation committee.

Proposal #1: Additional Staff Members, Reduction of Class Load and Curriculum Reorganization for the Disadvantaged Child

Item: New Staff Member in Vocational Agriculture Department

Cost:		
	Salary	$2593.36
	Travel	310.00
		$2903.36

A new staff member in our Vo-Ag Department was added on September 1 in anticipation of Public Law 89-10. Our Board of Education approved the new position because it was their belief that the economically deprived could best be helped by expanding the services of this department. More than 80% of our underprivileged students live in the rural area around our community. The new teacher will make a special effort to work with these boys and these families. Also, by adding a staff member, the other men in the department will have more time to help these disadvantaged boys.

One-half of his salary and travel expenses will be paid by the State Department of Vocational Education. This application is, therefore, for one-half of his salary and one-half of his travel expenses.

Full salary:	$8,366.67
Full travel cost:	1,000.00

$9,366.67 ÷ 2= $4,683.33

62% (November 15, 1965 - June 30, 1966)

$2,903.36

Proposal #1: Additional Staff Members, Reduction of Class Load and Curriculum Reorganization for the Disadvantaged Child

Item: Special Education Instructor and Equipment
Cost: Salary $4585.00
Equipment 1369.00
$5954.00

Special education in our high school has been carried on by our regular teachers and in a normal class situation. This has been very beneficial, but is certainly not an adequate program. Our elementary school special education program has been most successful.

A special education instructor at the secondary level is requested.

The expansion of the Special Education Program in the high school would do a great deal for the children intended to be helped by the Federal Education Act. Every child enrolled in this class this first year has come from families earning less than $2,000 per year. It has been the desire of our administration to expand the program during the last few years, but our budget would not permit the hiring of a teacher in this area because of the aids available under the State program come one year later. It is the position of the Board of Education and the Superintendent that because of the late reimbursement a secondary special education program cannot be started in the foreseeable future except under this federal program. No State reimbursement will be requested for this program.

Equipment will include student desks, teacher's desk, overhead projector, chair, large type typewriter, file, work tables, and instructional equipment.

Proposal #1: Additional Staff Members, Reduction of Class Load and Curriculum Reorganization for the Disadvantaged Child

Item: Kindergarten Teacher, Half Time

Cost:		
	Salary	$2995.20
	Added Equipment	1725.15
	Rental Space	675.00
		$5395.35

We hope to be able to keep our kindergarten class size at approximately 25 students per section so that the teachers will be able to spend more time with the disadvantaged children. It is impossible for a teacher to give these underprivileged children the individual attention they need if there are over 30 students. Kindergarten students need much guidance and assistance in preparing them for the more formal program of first grade.

At the present, there are three sections and 102 students enrolled. With four sections of kindergarten classes there would be a desirable number of students in each section. The sessions are held for half day periods.

Kindergarten is a place to provide experiences in learning and assist the student in adjusting to the routine of school life. Many of our low income families lack the experience of television, books, and newspapers, so kindergarten is of even greater importance.

KINDERGARTEN EQUIPMENT

Farnham's - Community Playthings

1 V60 Variplay Screen	33.50
2 sets C45 Woodcrest Child-Size Furniture @ 98.00	196.00
1 V45 Rocking Rowboat	32.50
1 D11 Pair of Beds	11.25
1 V80 Variplay House Gym	88.50
1 T50 Derrick	19.50
2 T69 Big Carrier and Fleet Big Cars @ 41.50	83.00

St. Paul Book and Stationery Co.

4 Double Pedestal #981 Easels @ 21.00	84.00
2 #KH110 Table and Chairs	45.00

Creative Playthings

1 set Family Blocks B222E	59.95
1 Giant Ride 'em Tractor B895	23.95

Playtime Equipment Company

1 Three-way Ladder EO-79B	55.00
2 Work Bench WW-28 @ 49.00	98.00
Desk and Files	300.00
Piano	595.00
TOTAL	$1725.15

Proposal #1: Additional Staff Members, Reduction of Class Load and Curriculum Reorganization for the Disadvantaged Child

Item: In-service Teacher Training for the Elementary & Secondary School
Cost: $1500.00

In order to promote new ideas and approaches as to how each teacher can help the disadvantaged child it will be helpful to develop an in-service training program for teachers. The only time available for these meetings is after school or during the evening hours and subsequently these people should receive some remuneration. To obtain maximum benefit from meetings of this nature it is necessary to bring in experts from colleges or other sources.

We propose to pay our teachers $2.50 per hour as an incentive for professional improvement. The total cost, considering the number of teachers, is estimated at $400. The remaining $600 will be used to hire consultants to work with us in our in-service training program.

Proposal #1: Additional Staff Members, Reduction of Class Load and Curriculum Reorganization for the Disadvantaged Child

Item: Lyceum
Cost: $500.00

Our student council is in charge of our present lyceum program and their policy is to charge admission to students who wish to attend. The charge, even though very small, prevents many of our underprivileged students from attending Lyceum programs and the scientific programs and the cultural enrichment programs in music and art are often the most poorly attended. We propose to offer these programs to the entire student body at no charge. We can find no other way of bringing these cultural opportunities to the underprivileged. To single them out for free admission would result in individual embarrassment.

Many of the families are without television and subsequently they have not been exposed to the educational demonstrations and cultural performances such as those provided by the Lyceum programs.

Proposal #1: Additional Staff Members, Reduction of Class Load and Curriculum Reorganization for the Disadvantaged Child

Item: Classroom Remedial Reading Program Instructional Material
Cost: $3546.30

Our elementary teachers have made this proposal, collectively. If this request is granted, they feel they will then be in a position to upgrade significantly the reading level of the disadvantaged children. Last year committees worked hard to plan such a program; all we need are the supplemental reading books and we will put it into effect.

At the present time the variety of basic reading series is inadequate and the acquisition of this series would promote and improve our policy of grouping children for reading within a self-contained classroom. This series will give us the flexibility necessary to improve individual performances of the problem readers.

Problem readers are disadvantaged children.

Cost:	Scott, Foresman & Co.	$2,006.70
	L.W. Singer Co.	671.51
	Bobbs-Merrill Co., Inc.	869.09
		$3,546.30

Proposal #1: Additional Staff Members, Reduction of Class Load and Curriculum Reorganization for the Disadvantaged Child

Item: Remedial Reading and Cultural Enrichment Program for Problem Readers and the Culturally Deprived.
Cost: $1,392.79

The English teachers of grades 7 - 12 have proposed that a special program be undertaken to bring an effective program in literature to the disadvantaged children. This has both improved reading and cultural implications for the educationally disadvantaged and the children from poverty families.

The English Department of the high school feels this is the most effective way in which they can help the disadvantaged.

The plans for using the supplemental books have already been carefully made; if the request is granted, the program will go into effect.

3A	3B	3C	4A
Pages 1 & 2 Additional administrative and secretarial help necessary to implement the proposal.	Present facilities.	Will coordinate projects with private schools wherever possible.	Responsibility rests here for insuring that all project areas meet the needs of the educationally deprived children.
Page 3 Director of curriculum organization and improvement for the educationally disadvantaged children, necessary office equipment.	Present facilities.	Will assist private schools in a consultant capacity.	He will work with individual teachers and staff committees to develop effective means of helping the educationally handicapped to work towards the elimination of their specific problems.
Page 4 Vocational agriculture instructor.	Present facilities.	No children of this age group are enrolled in the local private school.	The students will learn employable skills to be used on the farm and in off the farm occupations. Reduced load in other ag classes so that teachers may concentrate on helping the educationally disadvantaged and the economically deprived.
Page 5 Special education instructor.	Present facilities.	Private school students will be accepted for instruction in grades 7 and 8.	Basic educational skills will be taught and our objective will be to raise their educational level, enabling the students to return to as many regular classes as possible.

4B	4C	5A	5B	6	7
The needs are apparent and direction must be given to meet the needs.	1. No alternative. 2. Additional administrative and secretarial help is essential to drafting and effecting Title I proposals.	Our program of achievement examinations will be a good vehicle for the evaluation of the entire program (pre and post testing)	Written evaluations by Superintendent and Principals.	Abstracts of the significant findings will be distributed to surrounding schools, our own faculty and the State Department of Education.	No community action program now operating in this area.
Experience has shown us that our teachers respond well to the efforts of such a consultant.	1. Overload present administrators and consultants. 2. Past experience.	Our program of achievement examinations will be a good vehicle for the evaluation of the entire program (pre and post testing).	Record of staff meetings and number of individual teacher conferences involving the educationally deprived will be kept. Teachers will evaluate help given.	Abstracts of the significant findings will be distributed to surrounding schools, our own faculty and the State Department of Education.	No community action program now operating in this area.
We have studied the needs of our rural students and we are certain the skills taught will improve their earning power and general employability upon graduation. Those who wish to farm will be more efficient and more productive.	1. Overload present staff. 2. Our experience in 25 years of Vo-ag instruction.	Our program of achievement examinations will be a good vehicle for the evaluation of the entire program (pre and post testing).	Record of home visits and number of students trained. Students evaluation of skills learned as expressed in follow-up studies after graduation.	Abstracts of the significant findings will be distributed to surrounding schools, our own faculty and the State Department of Education.	No community action program now operating in this area.
Elementary special education program has shown gratifying results.	1. Leave students in present classrooms. 2. Success of elementary program.	Our program of achievement examinations will be a good vehicle for the evaluation of the entire program (pre and post testing).	Standardized testing program results, student adjustment to other classes, and an evaluation by teachers concerned.	Abstracts of the significant findings will be distributed to surrounding schools, our own faculty and the State Department of Education.	No community action program now operating in this area.

3A	3B	3C	4A
Pages 6 & 7 Kindergarten teacher	Rented church basement until new elementary school under construction is completed.	None, however, children of families of this faith will be enrolled.	Children will be better prepared socially, emotionally and intellectually.
Page 8 In-service training for teachers.	Present facilities.	Training will be available to private school teachers.	The needs of the educationally handicapped students will be met more effectively as a result of the additional training.
Page 9 Student Lyceum programs, scientific and cultural.	Present facilities.	Private school students will be invited to attend.	Special programs will provide scientific and cultural enrichment for our educationally deprived students.

4B	4C	5A	5B	6	7
Past experience with pre-school programs.	1. Heavier class loads. 2. Past experience.	Our program of achievement examinations will be a good vehicle for the evaluation of the entire program (pre and post testing).	Staff evaluation by first grade teachers of how well children are prepared for school as a result of reduced teacher load in kindergarten.	Abstracts of the significant findings will be distributed to surrounding schools, our own faculty and the State Department of Education.	No community action program now operating in this area.
The results of previous in-service training programs.	1. None 2. Past experience.	Our program of achievement examinations will be a good vehicle for the evaluation of the entire program (pre and post testing).	Record of number attending training sessions and type of material covered. Overall improvement as demonstrated in standardized testing program. Teacher evaluation.	Abstracts of the significant findings will be distributed to surrounding schools, our own faculty and the State Department of Education.	No community action program now operating in this area.
Past experience with limited lyceum programs.	1. Charge admission; thus eliminating many who need this most. 2. Past experience.	Program of achievement examinations will be a good vehicle for the evaluation of the entire program (pre and post testing).	Evaluation by teachers in subjects related to the programs.	Abstracts of the significant findings will be distributed to surrounding schools, our own faculty and the State Department of Education.	No community action program now operating in this area.

3A	3B	3C	4A
Pages 10 & 11 Classroom remedial reading program instructional material.	Present facilities.	Children from the private school will participate in this program.	It is expected that the children with a reading handicap will learn to read at a normal level for their age and intelligence.

4B	4C	5A	5B	6	7
Past experience with limited reading programs.	1. Continue present program of classroom work. 2. The present program is not adequate. This would be a step forward. We hope to apply for more funds for an expanded program next year.	Our program of achievement examinations will be a good vehicle for the evaluation of the entire program (pre and post testing).	Standardized reading test scores given prior to start of program and upon its completion.	Abstracts of the significant findings will be distributed to surrounding schools, our own faculty and the State Department of Education.	No community action program now operating in this area.